has not become broadly distributed, and has not occasioned much trouble except in western Connecticut and in portions of the Hudson River valley.

The pear Psylla, *Psylla pyri*, also an importation from Europe, has been with us at least from 1850, when, as recorded, it infested an old Virgalieu pear-tree in Greenbush, N.Y. Since then it has become quite widely spread, and seems to be rapidly increasing in number and in the injury that it is doing. It was very destructive last year along the Hudson River in Columbia and Greene Counties. Mr. Powell, an extensive fruit-grower in Ghent, Columbia County, has stated that it reduced his pear-crop from an estimated yield of twelve hundred barrels to an actual one of less than one hundred barrels. Mr. A. F. Coe, of Coe Brothers, owners of large orchards in Meriden, Conn., has written me that on his return from Europe last September, he found that two of his pear orchards had been devastated by the Psylla.

It is a small suctorial insect, somewhat resembling in size and in its transparent steep-sloping wings the typical plant-louse, but is readily distinguishable from that in its being a jumping insect, whence it has been given the name of *Psylla*, meaning in the Greek a flea. Its injuries are caused by the large amount of sap which the myriads of individuals draw from the twigs, buds, leaves, and leaf-stalks of an infested tree, and the "honey-dew," which it freely deposits, thickly coating the surface and thereby preventing the normal vital action of the bark and leaves.

Without consuming space with a detail of so much as is known of its life-history, suffice it to say that at the present time, or about the middle of June, the insect in its four stages of egg, larva, pupa, and imago may be found upon infested trees, and an abundant deposit of the honey-dew. Later in the season the winged insects are more numerous, and at the time of gathering the fruit, as the branches are disturbed, they have been reported as "flying up in clouds from the foliage."

With the appliances now at our command it should not be a difficult task to check and control the ravages of this pest. Its most vulnerable period is doubtless, as in the Aphididæ, at the hatching from the egg. At this time proper spraying with a kerosene emulsion will be fatal to it. If the spraying be deferred until the larvæ have become half-grown, the presence of the honey-dew would interfere with the action of the kerosene. Early spraying should also kill such of the eggs as may be reached by it, but many are placed in positions where they are almost entirely protected.

When the insect has passed to its winged stage, it has attained comparative immunity in the alertness with which it takes wing and leaves the tree upon the first motion communicated to the foliage by the impact of the spraying liquid. But even so late as this the war against the insect should not be abandoned, for multitudes may be destroyed, and the egg-crop for the following year greatly reduced. The kerosene emulsion will still be effective, but in its application all of the ordinary spraying-nozzles should be discarded, even the finest gauge of the Nixon nozzles, and a Vermorel used, adjusted to the delivery of the finest possible mist-like spray. With proper care the emulsion may be distributed over the entire foliage without scarce stirring a leaf and with the least possible alarm to the winged tenants. Of those that take wing — after circling about the tree for a while — on their return to the leaves, their bodies will in most cases come in contact with the liquid and cause their death.

Office of the State Entomologist, Albany, June 13.

THE TECHNICAL EDUCATION OF THE ELECTRICAL ENGINEER.[1]

BY DUGALD C. JACKSON.

PERHAPS it would be well to call my subject the "College Education of the Electrical Engineer," for it is strictly of the technical college course that I shall speak. We can truly affirm that the technical education of an engineer does not end until his work is ended, and the college course is but the commencement of it. That the college course can be made a very important fundamental part of this education, is becoming more thoroughly appreciated as the work of the technical schools comes into closer harmony with the demands of the profession, and it is now generally agreed that a technical college course, of the proper kind, forms a valuable aid towards the success of the average young man who wishes to enter the engineering professions. It therefore becomes a matter of no little moment to so arrange the course that its usefulness will be a maximum. A few years back, a college course entirely devoted to the training of electrical engineers was unknown. At the present time there is no dearth of such courses and their organization is progressing right and left, whence it is well to carefully consider what requirements of the electrical engineer's profession they may be made to meet, in order that no powder be wasted. It is neither possible nor desirable that the courses of study of electrical engineering students in the various schools should be alike, but a certain unity of purpose and treatment should be observed, and all can profit by the suggestions made by the practical man.

With this in view, I present the subject to your attention as it is looked upon at the Engineering School of the University of Wisconsin. There is no originality claimed for the ideas presented, as they are based upon the recorded experience of some of the country's most successful practical men, and are virtually followed in such other engineering schools as make their courses thoroughly practical, and therefore, in the true sense, professional. I trust, however, that a discussion will arise that is in proportion to the wide importance of the subject to the electrical profession, and that must result in a considerable increase in the efficiency of the electrical engineering courses in our various colleges, nearly all of which are still in process of crystallization.

In order to enter the freshmen class of the best engineering schools, the applicant must have a thorough common school education, including mathematics through ordinary algebra, a fair knowledge of English, a reading acquaintance with German or French, a little elementary physics and chemistry. This can be gained in the high schools of most of the cities of this country. The high school timber (some of it quite green) the college is required to work, and to work it to the best advantage requires no little careful designing. In order that an engineer may use his abilities and training most advantageously, he should have a good general education, including a fair knowledge of literature, history, economics and certain elements of law. This cannot be expected to come from the high school, and you can readily appreciate that an attempt to give a general education in an engineering course can only result in sacrificing the good of the students by omitting essential fundamentals. Thus, to have an average chance of proving successful, an electrical engineer must be well grounded in three sciences besides those gained in the common schools, and which can-

[1] A paper read at the General Meeting of the American Institute of Electrical Engineers, Chicago, Ill., June 6-8.

not be classed as engineering. These are: Higher mathematics, as far as it may be practically applied in engineering; chemistry and physics (including elementary electricity and magnetism); and manual training. A few students enter college who have been given a fair start in these, but they are the exception, consequently the subjects must be taught from the ground up, with a common-sense view to their practical applications. Unlimited time could be given to these preparatory subjects, but it is necessary to clear them away in the actual time of two college years. With this requirement, it is impossible to give a very thorough knowledge of analytical chemistry, or of physics, but they are taught so as to give the student a good working knowledge and so that he can readily go deeper if he finds it to his advantage in his future practical experience. The higher mathematics require all the time that can be afforded, especially in its last division, that of applied mechanics, where the student gets his systematic knowledge of the properties and uses of materials.

With the preparatory studies cleared away the student must enter into professional studies in earnest, but there is little time for true engineering. The developing electrical engineer must expand his physics and his chemistry and mathematics into the laws of electro-magnetism, alternating currents, electrolysis and electro-metallurgy, and study the conditions of their numerous practical applications in engineering and the arts, each of which may demand months of constant effort before an intelligent mastery is attained. Neither can he confine his attention to these during two full years, for he must gain an elementary but practical knowledge of thermo-dynamics and hydraulics, with an efficient working knowledge of their applications in steam and water-power plants. He must also get a common-sense knowledge of the principles underlying the design, manufacture and selection of machinery.

This is a great deal to expect a student to efficiently absorb in four years, and it requires a most judicious selection in order that nothing unessential be allowed to enter and that nothing essential be omitted. Let us see how the selection is made at the University of Wisconsin. The arrangement of the fundamentals will first claim our attention.

During the first year the student is given a course of four subjects, continuing through the year. These are: 1st, English and rhetoric, with such reference to technical forms as seems desirable so early in the course; 2d, mathematics, beginning with higher algebra, passing through trigonometry and descriptive geometry, and into analytical geometry; 3d, advanced French or German, grammar and reader; 4th, manual training. In the latter, which continues during the following two years, we do not think it necessary or desirable for the student to spend sufficient time during his course to become a carpenter, machinist, blacksmith or foundryman. His future calling will probably not demand that his wages be earned in either of these trades, but they are tributary to his profession, and he must have an intelligent mastery of the tools, and an appreciation of shop requirements. In order that some future day he may become a successful designer, or a useful shopman or superintendent, it may be desirable for him to take a properly arranged apprentice course in a first-class commercial shop, after completing his college course. Mathematics are also continued through the second and third year, during which time analytic geometry, calculus and applied mechanics are passed through. All mathematics are taught with especial view to future practical applications, and good use is made of the laboratory in applied mechanics. During the second year of the course, elementary chemistry and physics are disposed of, and here again the laboratory is put to good service. At the same time, work in draughting and the elementary designs of machines is begun. The third year is about half, and the fourth year wholly devoted to what may properly be called professional studies. The arrangement of the latter in the electrical engineering course, we will examine later.

Upon completing his technical college course of four years, an average student has spent at least 144 weeks of hard study, much of it of a practical work-day nature. During this time he has been called upon to spend upwards of five hours per day in class-room and laboratories, and about as much more time in individual study. No one is likely to go satisfactorily through such a course unless he has a decided taste for engineering work, but many students find themselves capable of doing a considerable amount of extra work, and yet have sufficient time for recreation to keep their health and spirits. It is well for an engineering course to stand beyond the reach of students without a taste for the work, for a successful engineer must be pre-eminently an enthusiast, while he is at the same time a candid and careful thinker. Those who are not fitted by nature to become engineers, are better placed in a general educational course at college, and they are then more likely to become useful to society and to themselves than if passed through the technical mill.

It may here be asked, Of what use is the severely specialized education to the successful student in the engineering courses? The graduate does not become an engineer merely because he has successfully met the college examination. College cannot make an engineer, however practical the course of study may be. Practice has made thousands of good ones, without the aid of the college, but I venture to say that these would frequently have become more eminent if they had received a thorough technical college course. While theory alone, wherever learned, cannot make a practical man, it is the one who can follow the guide of theory, along the paths of practical work and experience, who makes the fully-developed engineer. In order, however, that neither theory nor practice may lead him astray, he must have a well-educated common sense. The eminent and eloquent engineer, Alexander L. Holley, well illustrated this in one of his addresses, when he said:—

"Mere familiarity with steam-engines is not, indeed, a cause of improved steam engineering, but it is a condition. The mechanical laws of heat were not developed in an engine house, yet without the mechanism, which the knowledge derived through this familiarity has created and adapted, the study of heat would have been an ornamental rather than a useful pursuit. So in other departments. . . . When one in any art can make a diagnosis by looking the patient in the face rather than by reading about similar cases in books, then only may he hope to practically apply such improvements as theory may suggest, or to lead in those original investigations upon which successful theories shall be founded."

The true object of the technical college is here outlined. It is to teach the fundamental theories, with a common-sense view to their practical applications, in such a way as to aid in a diagnosis, not by the application of a mathematical formula, but by comparing the accumulated experience of the practical world. Take two young men of equally good ability and equal age; put one through a thorough technical college course and the other through an apprenticeship of the

same length of time. Finally, put them side by side in a working position, where they must work out their own salvation, and the college man will usually have more ambition and adaptability, and will outstrip his mate, though perhaps not at once. The college man may fall behind at first, but, having worked through the transition period, he will prove the winner. I venture to say this is the well-nigh universal experience of those who have had the opportunity of dispassionately trying the experiment.

Another illustration of the advantage of the technical college course, lies with the designer. To design good machinery is a natural gift, and to become thoroughly successful requires long experience, in order that the widely varying requirements may each be given due weight. Proper instruction at the technical school may here do much towards stimulating an appreciation of the lessons of experience. The considerations of primary importance to be followed in designing machines, are admirably divided by Professor A. W. Smith into four: 1, Adaptability; 2, strength and stiffness; 3, economy; 4, appearance. In developing the design of a machine, the practical, but highly sanguine inventor often forgets all the considerations except the first. A theoretical draughtsman may figure the strength to great precision by formulas that may not fully cover the required conditions, and in the meantime forget the other considerations. When the design reaches the shopman, it must be altered to suit his views of economy, as the prime factor. A machine is thus produced that has lost part of its adaptability as designed, and has neither sufficient stiffness to properly do its work, nor a thoroughly substantial, workmanlike appearance. The economical shopman has been defeated in his object, for the machine is hard to sell, or requires costly repairs at the expense of the maker. A proper college course should sufficiently broaden a man, so that he can quickly appreciate the demands of the prime considerations of practice, and will apply his formulas with common sense and moderation. If we replace our three men in the machine transaction by men of equal experience and a technical college education of the right sort, the work of each should supplement the work of the other, and the product can be predicted, with some confidence at least, to be a satisfactory commercial one. The fault of much of the college training for engineers, has been the lack of this education of the common sense or judgment. The result has often been graduates with as great a contempt for the practical man as the latter could return. These graduates have, it is needless to say, been a failure in their calling, and it is such men that technical colleges should not turn out. The best engineering schools desire to, and do, turn out men who have a capacity for practical work and research, and who are in a fair way to make useful engineers.

It is comparatively easy to properly teach the fundamental theories, hence it is so frequently overdone. It is not so easy to educate the judgment of a student in electrical engineering, whose entire knowledge of his future profession has been acquired from the electric bells in his father's house, and who may never have examined a dynamo or storage battery until he visited the college laboratories. But it is wonderful how rapidly such students, when of good timber, absorb a beginner's information and a thirst for investigation. In this part of a student's education, the manufacturers and large users of electrical apparatus, who have become directly or indirectly interested in the work of the graduates, can assist with little direct inconvenience and much indirect advantage. In a properly organized technical school, as shown above, the student gains his fundamental theory during the first three years, and, if of good timber, he will absorb much of the practical methods of thought required for successful after-work. Moreover, a considerable part of the third year is spent in practical instruction. As the fourth year is wholly spent in practical training, or the education of the common sense, the student must have some acquaintance with the methods of commercial work before entering it, in order that he may properly profit by the instruction. It is impossible for many, and doubtless undesirable for the majority, to take a year from the midst of their college course for outside work. The summer vacation between the third and fourth years should, therefore, be occupied in some such employment as wireman on electric light or telephone construction, or better, in the station and repair-room of an electric railway, under the eye of an appreciative superintendent. Three months spent in this work may seem very little, but it will do a deal of good in giving an apt student a fair idea of how far exact formulas will carry him. It is only by the generous co-operation of employers, that students can obtain this summer's work. At first thought it appears that the employer gains no advantage from it, but, upon careful consideration, an advantage is evident. To begin with, the properly trained student will not prove useless during the summer, and the satisfactory one will usually find employment after graduation, with the interests of those who afforded him summer work, and who thus gain the benefit of his greater advancement during his last year at college. In a similar manner, the manufacturer gains an advantage from placing his apparatus in the technical school laboratories for proper use in instruction.

Suppose a student has completed the prescribed college course, and has done a proper portion of repairing armatures, stringing wires, or similar work, at some interval between his terms at college, what shall we call him? A few of the technical colleges of the front rank call their graduates engineers, but we have already seen that they must pass through a transition period, during which the claim to the title can be proved. To call an untried graduate an engineer does not seem proper respect for himself or the successful workers in his profession. The transition period may never end for some graduates, while its length must always depend upon the man. Until the graduate has been in practical life a sufficient time to show his capacity, and has reached a position of responsibility, he has no right to claim from his college an engineer's degree. Upon this ground the University of Wisconsin, as do many others, confers degrees in engineering upon graduates of its engineering school of not less than three years' standing, who have held engineering positions of trust for at least one year. The minimum transition period is thus tacitly recognized as three years. Upon completing his college course, the student is given a graduating degree of Bachelor of Science by the engineering school, which is simply an endorsement by the University that he has received a good technical college education and is in a fair way to profit by it.

That the rigid specialization required in the technical school may not diminish the graduate's field of vision and thus his usefulness to society, is a matter of much concern. With the college left behind, there is little opportunity to gain a broadening culture, except that received by contact with broad men, while we have seen how little opportunity for this can be afforded in the technical course. With this in view, we recommend at the University of Wisconsin, that all who can afford the time and money complete a four-

years' undergraduate course in the University School of Arts and Sciences before entering the School of Engineering. By proper elections during the general course, the studies of an engineering course can be completed in two additional years. By this plan a solid educational foundation is laid for the specialized studies of the engineering student, and the best conditions are developed for his ultimate success in professional work. The plan offers two other points of advantage: First, the student comes to his professional studies in the engineering courses with a more matured mind, which is of much importance; second, students without the taste for hard engineering work, which is required for their future success in technical industries, will not often attempt a technical course after having completed a general course.

We can now usefully inquire into the specialized work that should be prescribed for the average electrical engineering student during his last two years at college. Up to this point, students in mechanical and electrical engineering courses have received virtually the same instruction. Here, we hold, with several others, their paths should diverge. The student of mechanical engineering goes into careful study of shop practice, designing and utilizing various types of machinery, and similar subjects. The electrical engineering student must receive a good working knowledge of the problems of the mechanical engineer, but he must, above all, be trained in the practical problems of electrical engineering. He, therefore, goes into a study of that which will aid most in making him truly an electrical engineer. His knowledge must all be based on mechanical laws, but he must be much more than one-tenth electrical.

Before reaching his truly professional studies, the student should gain, during his course in physics, a common-sense grasp of the elementary notions of electricity and magnetism, and of the "all-pervading law of Ohm." The latter can be properly enforced in the laboratory by placing in the student's hands ordinary electrical instruments, such as bridges, galvanometers, amperemeters, voltmeters, etc. Before beginning his specialized work, the student's knowledge of Ohm's law and its common results should have become almost instinctive.

With due regard for his preparation, it seems best to arrange the professional studies for the average electrical engineering student in four divisions, thus:—

1. Electro-magnetism and its application to practical uses, with special reference to dynamos and motors.

2. Electro-chemistry (including primary and secondary batteries) and electro-metallurgy.

3. Alternating currents and alternating current machinery, including dynamos, converters, condensers, etc.

4. The special application of the preceding divisions in electric light, power, railway, mining and other types of plants.

The last division is allotted about twice the amount of time given to each of the others.

While higher mathematics is a useful aid in each of the divisions, its limitations as an agent must be carefully set forth in the class-room and laboratory. For the purpose of educating the judgment and fully defining the limitations of theories and mathematical deductions, the laboratory is indispensable. As much as one-half of the total time spent by the student under the direct instruction of the professors of electrical engineering, should be devoted to the laboratory. This work, moreover, should as far as possible deal with commercial instruments and machinery, and actually follow the methods of testing and research used in practice. Physics, chemistry, mechanics, the steam engine, hydraulics, dynamos, electrolysis, alternating currents, and other subjects, should all be properly represented by a commercial laboratory equipment, which is made useful in every day instruction under the direction of a man who has had experience in similar commercial work. The laboratory method of educating the student is unfortunately too little developed in many of our engineering schools, but a strong movement has begun in most schools to increase it in efficiency and amount. At the University of Wisconsin, we carry the laboratory instruction as a part of the required work in every subject in which it is possible.

While the specialized course of the electrical engineering student during the last two years is largely devoted to strictly electrical engineering, he is also given proper class-room and laboratory instruction in useful allied subjects, such as the steam engine, boilers, water-wheels, laws of contracts, etc., as has been already explained.

Students who are mature and show that they can usefully specialize more severely than is done in the regular prescribed course, are permitted, by election, to devote a greater proportion of their time to either of the first three divisions already enumerated. Thus a student may have reason to know that a thorough course in electro-metallurgy will be specially useful to him. In this case, his work in the second division is increased beyond the course requirements, and his work in the first and third divisions is proportionately decreased. Other things being equal, a student who has thus arranged his course may graduate with his classmates who have followed the fixed course, as laid down. In the same way, a student of sufficient maturity, who feels assured of special advantages in the field of electric transmission of power or electric railways, may increase his work in the first or third divisions and proportionately decrease it in the second.

The student who satisfactorily completes a proper professional course at college, whether laid down in the college catalogue or carefully elected from that prescribed, is not likely to become one who "turns out results like a cornsheller, and never grows wiser or better tho' it grinds a thousand bushels of them." In order that he may have a fair opportunity of growing "wiser and better" in the practice of his art, he should be given reasonable encouragement. As Mr. Holley one time said, an understanding should obtain "among the owners, directors, and commercial managers of engineering enterprises that it is not a matter of favor, but a matter of as much interest to themselves as to any class, that young men of suitable ability, and of suitable preliminary culture, however acquired, should have an opportunity and encouragement to master the practical features of technical education in works, not as mere apprentices, but under reasonable facilities for economy of time and completeness of research."

A legend on the cover of a circular lately issued by the Engineering School of the University of Wisconsin, gives the true object of the technical college, when it says, "We do not aim to produce engineers, but to produce men with great capacity for becoming engineers." If our product is accorded the treatment advised by Mr. Holley (himself an experienced manufacturer), we feel sure the work of our school and of similar technical schools will not be useless.

Madison, Wis., May, 1892.